

VOICE CHAT TO DEVELOP STUDENTS' SKILLS IN ONLINE DEBATE AND DISCUSSION

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Abstract: The researcher conducted this research to the fourth semester students of English Study Program at FKIP Tanjungpura University Pontianak. The research purposes were to find out how the students perform their matter and manner in the online discussion forum and how the process of students perform their argumentations from the first to the last by using voice chat. This research was pre-experimental study. Using purposive random sampling technique and 22 students of fourth semester English Study Program were taken as the sample. Students' voice recorder and transcript were the tool of data collection. The average score of the first performance was 61,68 and the last performance was 70,63. As the result, the alternative hypothesis was accepted and the Null Hypothesis was rejected. It means that the use of voice chat to develop students' skills in online debate and discussion is significantly. The process of online discussion by using voice chat had successfully because the students' scores move from **average** to **good** category. Besides, it had successfully driven students from conventional learning to blended learning.

Key Words: Voice Chat, Online Discussion Forum, Academic Debate.

Abstrak: Peneliti melaksanakan penelitian ini kepada mahasiswa semester empat program Studi Bahasa Inggris di FKIP Universitas Tanjungpura Pontianak. Tujuannya adalah untuk menemukan bagaimana mahasiswa menampilkan materi dan sikap di dalam forum diskusi online dan bagaimana proses dari mahasiswa menampilkan argumentasi dari awal hingga akhir penampilan dengan menggunakan *voice chat*. Penelitian ini adalah studi pra-experimen. Dua puluh dua siswa dari mahasiswa semester empat dipilih sebagai sampel. Perekaman suara siswa dan transkrip adalah alat dari pengumpulan data. Nilai rata-rata pada awal adalah 61,68 dan akhir penampilan adalah 70,63. Hipotesa alternative di terima dan Null hipotesa di tolak. Ini berarti bahwa penggunaan *voice chat* telah berhasil mengembangkan kemampuan siswa di debat secara online dan diskusi. Selain itu, proses dari online diskusi menggunakan *voice chat* sudah berhasil mengarahkan siswa dari *conventional learning* dan *blended learning*.

Kata Kunci: Voice Chat, Forum Diskusi Online, Debat Akademis.

Learning by using Internet is no longer considered as something new nowadays. The term of online learning is now growing popular to the students in many countries. Holmes and Gardner (2006:14) say that e-learning offers new occasion for students to enrich their learning experiences through virtual environments. A virtual environment allows the students to communicate with other participants like students-to-students or teachers-to-students and to engage with resource in work groups. It can help the students to get their knowledge improved easily by having online discussion.

One of the most common ways to discuss in online is by using smartphone. Many students use smartphone to communicate and discuss about certain knowledge or lesson. Most of students have social media which has voice chat like *Whatsapp*, *Blackberry Messenger*, *We-chat* and *Kakao-talk* in their mobile phone. In concern with this, Tsui (2001) suggests that CMC (Computer Mediated Communication), including text and voice chat is a useful tool to create a community in which the learners can share feelings, thoughts, and opinions with intercultural chat partners. Thus, the students can use voice chat to discuss with the other students in online discussion forum through their mobile phone as the media.

In the conventional classroom, the students have limited time to share their opinions and argumentations. By using of additional web component, the students can deliver their arguments in any condition and they can speak as long as they want without worry about the time. When a class which meets on campus, has an additional Web component, and this type of class is called a “hybrid”. According to Littlejohn and Pegler (2007:2) blended learning can be defined as the students attend a class taught by a teacher in a conventional classroom setting while also independently completing online components of the outside of the classroom.

In blended learning, the students will have an additional meeting outside of the classroom, and they need media to support them in online discussion. It means that the students are expected to have the media to support this model of learning. In this research, the smartphone can be utilized as modern media because of its features which provide many applications that can help the students discuss their ideas online through *Whatsapp* group. It can help the students to deliver many arguments easier through their smartphones.

Based on previous research conducted by Sussi Nurvianti entitled “An Analysis of Social Construction of Knowledge in Online Discussion Forum in the Class of Teaching Learning With ICT-1,” it is showed that the result of the discussion could be deemed as a positive improvement to the new set up of this class. Meanwhile, in this research, the researcher wants to make breakthrough about online discussion in spoken form. The researcher wants to enable the students to be more active through voice chat and blended learning. In this learning strategy, the students are required to have more speaking practice. Related to the situations above, the researcher conducted to do an Experimental research on the fourth semester English study program students of FKIP, Tanjungpura University Pontianak in academic debate and discussion class. In this research, the researcher used voice chat. By using voice chat in *Whatsapp* application, it is expected that the learners are motivated because it brings latest

current technology into the language learning process, creates variety by using a “new” tool and also opens up the possibility of contacting and communicating with classes in other parts of the world. Furthermore, by using voice chat, the perception that studying is not always in the classroom or formal situation but also outside of the classroom and even virtual world can be promoted. For these reasons, this research was conducted for finding out how the students perform their matter and manner in the discussion forum from the first to the last performance and finding out how the process of students perform their argumentations from the first to the last performance.

The researcher evaluated the students’ skill in delivering argumentation through online discussion forum by looking at the aspects of matter (content of argumentation) and manner (language performance). **Matter (content of argumentation)** Matter includes measuring whether or not students express their ideas, thoughts and information through logical reasoning in expressing argumentation including: **comprehension** (the statement which should be proved), **persuasiveness** (the statement why the statement is logical, **factual information** (the examples or the data that support the assertion and reasoning above. The researcher measured up matter aspects of speaking because the students perform a debate which should be covered by some important elements of speaking actually.

Manner can be defined as the presentation of the speech. According to Association for Critical Thinking (ACT) (2008:16) manner includes some aspects like speed of speech, tone, use of language, clarity, fluency, gesture and expression and eye contact. In this research, the researcher observes only three parts of manner, those are accuracy, fluency and expressions. It is because these three aspects are suitable with the students’ English proficiency level and the condition itself. In this case, the researcher does not observe expression and eye contact because the class is not face to face but blended learning. It means that, the students deliver their arguments through online learning not directly.

In short, through this research, the researcher expects that the students can utilize their smartphone not only for chatting or texting but also for studying, especially for the Fourth Semester English Study Program Students of Teacher Training and Education Faculty in Tanjungpura University. Moreover, the researcher also hopes that voice chat can be used as an alternative media to be implemented in the academic debate and discussion class.

METHOD

This research is a pre-experimental study. The type of pre experimental design is one-group pre-test post-test. In one-group pre-test post-test design characterized by one experimental group without control group and the students are given some treatments for a period of time.

Table 1
The Pre-experimental Process

Pretest O₁	treatment → T	posttest O₂
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In conducting this research, O¹ is pre-test, pre-test was given before the teaching was held. The purpose is to know the students' pre condition. α is considered treatments. O² is known as post-test. After having the treatment, the researcher conducts post-test. It is to see the achievement after the treatment was given.

Population is the individuals who are selected by the researcher as the target. According to Arikunto (2006:130) population is all of the subjects in the research. Therefore, the target population is 75 students of the fourth semester English Study Program Students of FKIP Tanjungpura University Pontianak in Academic Year 2014/2015. Academic Debate and Discussion class is one of subjects applied in FKIP Tanjungpura University, especially in English Department. A cluster purposive sampling, also commonly called a judgmental sample, is selected based on the knowledge of a population and the purpose of the study. Cohen (2007:102) says that cluster purposive sampling is a technique to select sample of group or cluster based on the purpose of research. This cluster normally has limited number of members that have the same characteristics and fulfill the criteria set by the researcher. In this research, the researcher used the cluster purposive sampling technique. The subjects are selected because of some characteristic for specific purpose. That's why the researcher selected the students who have the smart phone. In this study, the researcher took 22 students as participants in online discussion forum.

In this research, the students' voice recordings of argumentation in online discussion forum were collected as the data. Here, the researcher collected the data from the fourth semester English study program students of FKIP Tanjungpura University Pontianak. The tool of data collecting that be taken was the voice recordings which contain of student' argumentations.

Technique and Tools of Data Collecting

In this research, the researcher employs the measurement technique to measure the students' achievement by using Whatsapp in online discussion forum. Quantitative data is the score of the students' performance and the qualitative data is the descriptions about the students' voice recordings in online discussion forum by using voice chat as the media of the online learning. The researcher collected the data from the students' voice recordings. Then, they were transcribed for their further analysis.

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Before this research was conducted, the researcher prepared things as follows; the topics that were used in online discussion forum and the scoring table (The description in scoring table consists of matter aspects such as factual information, comprehension, persuasiveness).

Data Analysis

The researcher arranges the plan of data analysis as follow:

1. Test Validity

Sugiyono (2012:172-173) explains that if there is a similarity between the data that is obtained and the real data occurs in an object studied, it means that the result of the research is valid. In brief, test validity refers to the degree to which the test actually measures what it claims to measure. Test validity is also the extent to which inferences, conclusions, and decisions made on the basis of test scores are suitable and meaningful.

In analyzing the data, the researcher analyzed the data by reflecting the fact or information from the scoring table. The maximum scored that can be achieved by the students is 28. Therefore, the researcher analyzed the data using this follow formula:

Max. Score = 28

Students' individual score is quantified by using the following formula:

$$X = \frac{\sum SX100}{max.score}$$

Note:

X = Students' individual score

$\sum S$ = The sum of the students' score

Max. score = Maximum Score

The students' score from each descriptor was quantified as their total score. To getting the students' mean score, the researcher used the formula as follow:

$$M = \frac{\sum X}{N}$$

Note:

M = The mean of the students score

$\sum X$ = The sum of the students score

N = The number of the students

From the mean score then it can be judged whether the students achieve good score or not. There is the qualification:

Table 2
The Students' Qualification Score

Students' score	Qualification
80-100	Very good to Excellent
70-79	Good
60-69	Average to good
50-59	Poor

To find out the significance of the role treatment in this case indicated by the material score of the first performance and the last performance, the researcher applies the **t-test**.

The computations as follows:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

t = the t-value for correlated means

\bar{D} = deviation of each subject

$\sum D$ = the number of the students

$\sum D^2$ = the sum of the squared difference score

N = the number of students

The researcher discussed about the research preparation and the implementation in this research. The research will be successful if both of these acts done well.

The implementation of research

The experiment was held on February and March 2015. In the implementation, the researcher was involved in teaching learning process in the classroom. The researcher continued to the next preparation that was constructed such as treatment and post-test.

a. The first performance

In this performance, the researcher gave the topic entitled **conventional learning is more effective than online learning** and the students gave their argumentations by using voice chat in Whatsapp application. The treatment was held in two meetings. The first meeting was conducted on March 4th, 2015. Then, the second meeting was conducted on March 11st, 2015.

b. The third performance

The students had the post-test after the second treatment. The aim is to investigate the achievement as the outcome of using voice chat to develop students' skills in online debate and discussion after had treatment. In presenting the material, the researcher gave the topic entitled **it is compulsory for every teacher to use kinds of technology in their teaching**. Post-test was administrated on March 18th, 2015. Post-test was conducted to discover the students' development in online discussion forum by using voice chat.

RESEARCH FINDING AND DISCUSSION

Research Finding

After this research was conducted, the researcher found some findings about the research problems. The findings are as follows:

a. Students' performance on their matter and manner in the discussion forum from the first to the last performance (score)

1. The analysis of students' achievement

In order to know the students' development in online debate and discussion, the finding can be drawn through the table below:

1. The Significance of Interval Score between the first performance and the last performance

To find out the significance of the role treatment in this case, the researcher indicated the significant by the material score of the first performance and the last performance. The researcher applies the **t-test**.

The computation is as follows:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = 2,44019787 \approx 2,4401$$

2. The analysis of the effect of treatment

After counting the significant score of the first performance and the last performance, the researcher explains the finding of the effect of the treatment in order to see how significant the effect of the use of voice chat in developing students skills in online debate and discussion. The computation is as follows:

$$\begin{aligned} ES &= t \sqrt{\frac{1}{N}} \\ &= 0,52 \end{aligned}$$

Based on the result, the significant score of the effect size is categorized as “**moderate effect**” with $ES > 0,8$ ($0,52 > 0,8$). It can be concluded that the use of voice chat to develop students skills in online debate and discussion gives “**moderate significant**” effect to develop students’ skills in online debate and discussion.

3. Hypothesis Testing

From the result of the computation of t-test, the t-value was higher than t-table ($2,44 > 2,80$). The t-table was about 0,80 with the degree of freedom (df): $N-1$ ($22-1=21$) at the level 0,05. So, the alternative hypothesis that states, “the use of voice chat can develop students’ skills in online debate and discussion is accepted”, and the Null Hypothesis which said that “the use of voice chat cannot develop students’ skills in online debate and discussion” is rejected.

b. The process of students perform their argumentations from the first to the last performance

Argumentation involves three aspects like **factual information**, **comprehension** and **persuasiveness aspect**. From the aspect of **factual information**, there were 50% of the students who had already reached the category of **good** in performing their factual information. Meanwhile, there were only 27,27% who had successfully reached the category **very good** in performing their factual information. And the rest, there were only 18,18% of students could only reached the category of **average to good** in performing their factual information.

From the aspect of **comprehension aspect**, there were 77,27% who had already reached the category of **good** in performing their comprehension aspect. While, there were only 4,54% who had successfully reached the category **very good** in performing their comprehension aspect. And the rest, there were only 13,63% of students could only reached the category of **poor** in performing their comprehension aspect.

For persuasiveness aspect, there were 54,54% who had already reached the category of **good** in performing their persuasiveness aspect. While, there were only 13,63% who had successfully reached the category **very good** in performing persuasiveness aspect. And the rest, there were only

27,27% of students could only reached the category of **average to good** in performing their persuasiveness aspect.

For delivery aspect, there were 81,81% who had already reached the category of **good** in performing their delivery aspect. While, there were only 9,09% who had successfully reached the category **very good** in performing their delivery aspect. And the rest, there were only 4,54% of students could only reached the category of **average to good** in performing their delivery aspect.

In accuracy aspect, there were 68,18% of the students who had already reached the category of **good** in performing their accuracy aspect. Meanwhile, there were only 4,54% who had successfully reached the category **very good** in performing their factual information. And the rest, there were only 22,72% of students could only reached the category of **average to good** in performing their accuracy aspect.

In fluency aspect, there were 86,36% of the students who had already reached the category of **good** in performing their fluency aspect. Meanwhile, there were only 4,54% who had successfully reached the category **very good** in performing their fluency aspect.

For gesture aspect, there were 86,36% of the students who had already reached the category of **good** in performing their gesture aspect. Meanwhile, there were only 4,54% who had successfully reached the category **very good** in performing their gesture aspect. And the rest, there were only 4,54% of students could only reached the category of **average to good** in performing their gesture aspect.

Discussion

Technically, there were three performances in the learning activities carried out in this research, March 4, 2015, March 11, 2015 and March 18, 2015. Each performance of debate has built on a motion which was discussed in an online discussion forum through the use of voice chat. The first performance came up with a motion, entitled "**The conventional learning is more effective than online learning**". Second motion was "**The internet increases the students' interest in study**" and the third was "**It is compulsory for every teacher to use kinds of technology in their teaching**". In line with the research purposes, the result is displayed by contrasting the first and the last performance.

Due to the abundance of data, the researcher could not present the whole script of students' recorded performance. The research finding and discussion are extended from the representation of the data. Students were scored in **four ranks** as **very good, good, average to good and poor**.

Based on the research findings, the researcher found that the use of voice chat in online debate and discussion was effective to develop the students' skill in online debate and discussion to the fourth semester English Study Program students of FKIP Tanjungpura University Pontianak. It has been proven by the difference of students' total score of the first performance and the last performance. Furthermore, mean score of the first performance is 61,68 meanwhile mean score of the last performance is 70,63. The students'

achievement has been developed with the interval score of the first performance and the last performance 8,95.

By using t-test formula, the result showed a significant difference. It was shown by the result of t-test which proven that t-value is higher than t-table where $2,44 > 2,080$. The result of t-test explains that the students' score of the first performance and the last performance is significantly increased. The developing performance was proven by the students' total score of the first performance and the last performance. Total score of performance is noted as 1357 while the total score of the last performance is 1554. It indicates that the last performance is better than the first performance. Automatically, the use of voice chat developed the students' skill in performing their matter and manner in online debate and discussion. Here, two aspects were scored such as **matter** and **manner** aspect. Regarding the matter aspect, **very good** achievements student got high score in all three elements. In presenting factual information, students used many facts to support all arguments. In comprehension aspect, they demonstrated understanding of information. In persuasive aspect, all of their arguments were logical and convincing. On the opposite, the poor achievement students got low score in all three elements. In presenting factual information, the students used few facts to support the arguments. In comprehension aspect, they demonstrated minimal understanding of information. In persuasive aspect, some arguments were logical and convincing.

In terms of manner aspect, very good achievement students got high score in all three elements. For delivery aspect, the students communicated clearly and they had excellent voice inflection and delivery rate. For accuracy aspect, the students mostly spoke with appropriate expressions in expressing argument (asking and giving argument, agreement and disagreement) and had a few minor grammatical errors but the utterance were correct. In fluency aspect, the students had to make an effort at times to search for words. Nevertheless, they delivered smoothly on the whole and they had only a few unnatural pauses. For gesture aspect, most students used tone of voice as non-verbal communication to clarify the meaning of the argument.

In contrast, the poor achievement students got low scores in all three elements. For delivery aspect, the students seldom communicated and they had poor voice and delivery rate. For accuracy aspect, the students attempted to use appropriate expressions in expressing argument (asking and giving argument, agreement and disagreement) and basic structures were occasionally inaccurate. In fluency aspect, the students speech were slow and hesitant and they often had to search for the desired meaning but they didn't really impede the communication. For gesture aspect, the students rarely used tone of voice as non-verbal communication to clarify the meaning of the argument.

In line with the findings, the researcher found that the development online discussion by using voice chat in Whatsapp application came to the right since it developed students' skill in debate. As combining factors, students had previous experience in debating, so they could follow this discussion easily even though they had to deliver arguments by using voice chat. Especially, students with **very good score**, they had early preparation by reading various books, articles, journals

and many other sources to support their arguments. As a result, they could give strong reasons and some clear evidences during the performance. On the other hand, the **poor** achievement students gave arguments with lack of evidences. Ideally, delivering arguments must be followed by strong reasons and be proven by the some factual information that were supported by various data.

Overall, the development was monitored by the average score of each performance, 77 out of 22 students' performance were categorized as poor in the early the performance. The number (7) reduced into zero (0) in the final performance. The rest of students were mostly "average to good" in the first performance. The final performance showed that they developed to "good". It is clearly shown from the average score where the average 61 raised into 70.

Ironically, the researcher still found weakness of applying voice chat in online debate and discussion after conducted this research. By using voice chat, the students still made some mistakes. It can be seen from the fact that the topic and the arguments were not closely related because the arguments even not touch the core of the topic. The students also gave unclear and hard to be understand reasons because the ideas were presented were not connected by the coherence signal such then, after that, then etc, and the reasons were not strong. It just merely personal opinion, and it made the arguments unconvincing. Besides that, the evidence was not supported and did not show connection between knowledge and concept in the topic was given. In manner aspect, the researcher found that some students seldom communicate clearly, and they had poor voice and delivery rate. They spoke slowly and hesitantly too. Besides that, they rarely used tone of voice as non-verbal communication to clarify the meaning of the argument.

CONCLUSION AND SUGGESSTION

Conclusion

Based on the findings of the students' test result, it is indicated that the process of how the students perform their argumentation from their argumentation from the first to the last performance was assessed from the matter and manner aspects. In terms of the matter, the interval score of students' performance was 8,71 while in terms of manner, the interval score of students' performance was 9,09, it means that the use of voice chat in online debate and discussion develop the students' skills in performing their matter and manner in online debate and discussion. The process of online discussion by using voice chat well organized. The students who categorized as **very good** were well-engaged in the process of their argumentation performance in matter and manner aspect. In **matter aspect**, they used many facts to support all the arguments in terms of **factual information**. In **comprehension**, they demonstrated accurate understanding of important information. For **persuasiveness**, all of their arguments were logical and convincing. For **manner aspect**, they could communicate clearly and had excellent voice. There were not too many unnatural pauses although he/she made an effort and search for words. In contrast, the students who categorized as **poor** were not very well-engaged in the process of their argumentation performance in **matter and manner aspect**. They used few facts to support arguments in giving

factual information. For comprehension, they demonstrated minimal understanding of information. In terms of **persuasiveness**, few arguments were logical and convincing. In **manner** aspect, they seldom communicate clearly and speech is slow. They rarely used tone of voice as non-verbal communication to clarify the meaning of the argument.

Suggestion

Teachers are suggested to apply blended learning model for its valuable advantages such as the teacher can enrich their lessons with Virtual Learning Environment (VLEs). Blended learning can reduce the spoon-feed learning and support the student-centered learning. It is due to blended learning allows the students to have extra exposure to the language by getting along independently with the technology. In this way, teacher-talks do not dominate the classroom learning. Instead, students are engaged to initiate talk and solve the problems of their language learning on their own. The conventional model of learning tends to waste much time in the classroom but it should be better if there is an additional meeting outside the classroom like blended learning model so that the students can acquire the new English knowledge through the experiencing online discussion forum by using voice chat. Voice chat is one of the alternative having activities in blended learning model that should be implemented by the teacher to develop students speaking skill. It is because voice chat offers the flexibility of time and places. It engages the students to keep on their learning outside the classroom. By using voice chat, the students can have more speaking practices of their own without feeling shy while speaking among their friends in the online discussion forum.

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